Kindergarten Initiatives in Arizona

Amy Corriveau

Arizona Department of Education

Arizona's Comprehensive Plan

* Kindergarten Readiness Definition
* Infant-Toddler Guidelines ,Early Learning Standards and Arizona's College and Career Ready Standards
* CCSSO/Kellogg Grant
* KDI Task Force
* KDI Request For Information (RFI)
* KDI-EAG Consortium
* Early Learning Challenge-RTTT
* Piper Foundation Grant

K Readiness Definition

Arizona's young children will demonstrate school readiness through the Essential Domains of:

* language and literacy development
* cognition and general knowledge (including early math and science)
* approaches to learning (curiosity, initiative, persistence, creativity, problem-solving, confidence)
* Physical well-being and motor development
* Social and emotional development

Infant and Toddler Development Guidelines

1. Social and Emotional Development
2. Approaches to Learning
3. Language Development and Communication
4. Cognitive Development
5. Physical and Motor Development

Az Early Learning Standards

* Social Emotional Standard
* Approaches to Learning Standard
* Language and Literacy Standard
* Mathematics Standard
* Science Standard
* Social Studies Standard
* Physical Development, Health and Safety Standard
* Fine Arts Standard

4 Significant Changes to the AZ Early Learning Standards

1. Significance of Approaches to Learning

2. Format

3. Infant and Toddler Guidelines

4. Integration pages have been added

Introduction to "Approaches to Learning" in the Arizona Early Learning Standards

* Strand 1: Initiative and Curiosity
* Strand 2: Attentiveness and Persistence
* Strand 3: Confidence
* Strand 4: Creativity
* Strand 5: Reasoning and Problem-Solving

STRAND 1: SELF			
INFANT & TODDLER GUIDELINES	**AZ EARLY LEARNING STANDARD**	**HEAD START CHILD OUTCOME**	**AZ KINDERGARTEN STANDARD**
Self-Awareness	Self-Awareness	Self-Concept & Self-Efficacy	Health Education or Physical Education
Shows confidence in increasing abilities (SED)	a. Demonstrates self-confidence.	Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks (SED)	Participates in new skills and movement activities (VPA).
Expresses feelings and emotions through facial expressions, sounds or gestures (SED).	b. Makes personal preferences known to others.	Identifies personal characteristics, preferences, thoughts, and feelings (SED).	Demonstrate healthy ways to express needs, wants, and feelings (CEH).
Develops awareness of self as separate from others (SED).	c. Demonstrates knowledge of self-identity.	Identifies personal and family structure (SSKS).	
Develops awareness of self as separate from others (SED).	d. Shows an awareness of similarities and differences between self and others.	Understands similarities and respects differences among people (SSKS).	Accept all classmates without regard for personal differences (SB).

Integration

Integration of Approaches to Learning, Language and Literacy, and Mathematics into the Social Emotional Standard.

SOCIAL EMOTIONAL		
STRAND 1: SELF		
Approaches to Learning – Actions that would incorporate Approaches to Learning into Social Emotional.	**Language & Literacy – Actions that would incorporate Language and Literacy into Social Emotional.**	**Mathematics – Actions that would incorporate Mathematics into Social Emotional.**
1. When an accident happens (e.g., child spills milk, paint, bottle of water), teacher asks child "What do we do to fix this?" Teacher continues to ask child what the next step is, rather than provide the answer immediately to the child. Teacher guides and provides minimal assistance when needed.	1. Teacher performs a "Think Aloud:" models appropriate behavior for emotional control (when angry, frustrated, sad, etc.): discuss choices for dealing with emotions, reason behind emotion, and consequences of poor behavior choices. Use feeling picture cards/poster for added support.	1. Additional visual activity for "Think Aloud" modeling: provide behavior choices and open discussion to children and allow them to vote/graph on which would be the best choice.
2. "Show and Share" activity: child will show a picture, project, toy, etc. The teacher will model extension questions about the item to elicit a deeper conversation. For example, "Where does it live? What does it eat? How powerful is it?" The children will continue questioning.	2. Read-a-loud activity with book focusing on self-regulation (e.g., *It's Hard to Be Five: Learning How to Work My Control Panel* by Jamie Lee Curtis). Activity: ask children to draw a picture of something that is hard for them to do. Follow activity with conversation on how child can overcome this difficult task.	2. Compare and contrast behaviors children are great at. "What do you do best?" with behaviors they find challenging. "What is hard for you?"

KDI Task Force

* Background
    * 2011 ELC-RTTT brought together Governor's office, FTF, ADE and Piper Trust
    * Core partners: FTF, ADE, SBE and Piper continued conversations
    * Consensus
        * KDI terminology
        * Purpose statement developed
        * Convene a core advisory team

Arizona's KDI Purpose Statement

To provide a kindergarten developmental inventory tool that allows parents, teachers and administrators to understand the extent of a child's learning and development at the beginning of kindergarten to provide instruction that will lead to the child's academic success. The tool that is developed or adopted will align with the Arizona Early Learning Standards and ACCRS, cover all essential domains of school readiness and will be reliable and valid for its intended use.

Statewide KDI Assessment

* Provide a state overview of children's readiness for kindergarten
* Systematic and consistent use of effective, intentional instruction
* Provide families with consistent information
* Guide professional development
* Support effective, purposeful partnerships

KDI Task Force

* <u>Purpose</u>
  * Convene a diverse group of key stakeholders to serve in a core advisory capacity for ADE, FTF, SBE and Piper Trust
* <u>Goal</u>
  * To gather feedback and suggestions on 3 key issues
    * The tool
    * Professional Development
    * Communications

KDI Task Force

* Process
  * 24 member team representing diverse stakeholders geographically and professionally
  * 3 Task Force meetings between March and July 2013
  * Agenda included background information and facilitated dialogue
  * National experts as facilitators

KDI Task Force - Feedback

* **The KDI**
1. Stay focused on purpose statement
2. Ensure KDI data is useful to all stakeholders
3. Must provide a learning profile in a timely manner
4. Administration of KDI must be reasonable
5. All learners must be included
6. Should include a strong observational component
7. Strong psychometric properties a high priority

KDI Task Force - Feedback

* **<u>Professional Development</u>**
1. Incorporate best practices and effective work of other states
2. Clearly articulate benefits for teachers
3. Get teacher buy-in!
4. Provide pd for school administrators and LEA leadership
5. Utilize technology and effective pd tools already in place
6. Provide pd on targeted domains that are less familiar
7. Emphasize connection between KDI and ACCRS
8. Pilot the KDI with pd models to determine what works best

KDI Task Force - Feedback

* **Communication**

1. Core messaging for all stakeholders must address:
   a) What is the purpose of KDI and what is it meant to do?
   b) For what purposes are the generated data going to be used?
   c) Who will have access to the information that is generated?

2. Focused, targeted messaging for specific stakeholders:
   a) Families and parents
   b) Early childhood providers
   c) Kindergarten teachers
   d) Higher education
   e) Tribal leaders

KDI Task Force - Feedback

* **Communication**

3. Utilize existing avenues for communication

    a) Billboards

    b) Doctor's offices

    c) WIC offices

    d) Children and youth non-profit organizations

    e) Libraries, museums

    f) Summer camps

    g) Affinity groups

    h) Public forums and public information systems

KDI Task Force - Feedback

* **Special considerations**

1. Include parents in the process
2. Include higher education in the development and implementation
3. Ensure KDI is culturally appropriate for diverse populations
4. Use a strengths based assessment approach
5. Emphasize cost effectiveness
6. Emphasize quick turnaround for data results
7. Align and integrate KDI with ACCRS

KDI - RFI

* Components
  * Overview of assessment
  * Overview of assessment administration
  * Instrument construction, reliability and validity
  * Overview of data collection, scoring, reporting
  * Overview of cost of assessment
  * Overview of pd and cost
* 6 submissions
* Reviews completed September 2013

KDI - EAG

* Federal grant - $6.2 million awarded in Sept. '13
* 10 state consortium – North Carolina, Arizona, Delaware, District of Columbia, Iowa, Maine, North Dakota, Oregon, Rhode Island, South Carolina
* 3 research partners – SRI International, BUILD Initiative, Child Trends
* Focus – development of K-3 formative assessment system that reflects essential domains
* Implementation – fall 2017

Piper Foundation Grant

* $2.6 million/4 years
* ADE and FTF will collaboratively implement a comprehensive pd model for prek – k educators and administrators in preparation for successful KDI implementation
    * Fluid connections between standards, instruction and assessment
    * Quality learning environments
    * Intervention systems
    * Family engagement
    * Kindergarten transition

Collecting Quality Data

Why does it matter?

- Federal, state, local accountability

- Quality Teaching and Learning
  - A child's progress is the result of intentional teaching
  - Quality data used to guide instruction is the heart of intentional teaching

K-3 Assessment Systems Statewide

* An opportunity to:
    o Comprehensively address, "How are the children doing?"
    o Inform intentional instruction
    o Target individual student's needs
    o Provide accurate ongoing reporting to families
    o Support results based positive teaching and learning trajectory
    o Guide purposeful professional development
    o Inform and bridge partnerships between early childhood programs and K-3
    o Inform policy, leverage resources, improve practices

Clear and Urgent Mandate

➢ We must leverage research, organizational systems, resources and quality data to:

Improve learning outcomes for all children

Outlining ADE process

* Targeted professional development for kindergarten teachers in FY14

  Ex: Quality assessment practices, using data for decision making, effective instructional strategies, quality K transitions for all students

* Application for pilot programs
* Linking the Learning Summer Institute
* Teaching Reading Effectively

Read on Arizona

Read On Arizona is a statewide, public/private partnership of agencies, philanthropic organizations, and community stakeholders committed to creating an effective continuum of services to improve language and literacy outcomes for Arizona's children from birth through age eight over the next ten years.

Local Collaborations

* Read on Buckeye
* Read on Chandler
* Read on Cochise County
* Read on Flagstaff
* Read on Goodyear
* Read on Mesa
* Read on Greater Phoenix
* Read on Phoenix
* Read on Tucson
* Read on Santa Cruz County
* Read on Yuma

Read on Communities in Process

* San Carlos
* Prescott
* Cottonwood
* Tempe
* Surprise
* Globe
* Maricopa County

Participation from Stakeholders

* Readiness work group
* KDI Task Force
* Regional forums
* Electronic feedback opportunities
* Guided creation of assessment rubric
* Professional development cohorts
* Pilot projects
* Procurement process

Questions
or
Comments